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ABSTRACT

This report aims to provide a detailed description of the development of both the concept and content of an innovative undergraduate major in physical education established at the State University College at Brockport. The new approach views physical education as "the study of the significance for man of experiences in certain forms of human movement." In the course of developing the curriculum, literature was reviewed, experts were consulted, curricula of other institutions were studied, and a workshop was sponsored. These efforts resulted in a physical education major which divides the study of movement experiences into 5 basic areas: biological, sociocultural, philosophical, psychological, and performance. The report outlines the components of the curriculum and includes a bibliography. Appendices cover the teacher preparation program, a conceptual curriculum in physical education, excerpts from discussions at the workshop, and course descriptions. (JS)

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DEVELOPING A MODEL FOR AN ACADEMIC MAJOR IN PHYSICAL EDUCATION

Judith Jensen
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July 1970

U.S. DEPARTMENT OF
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DEVELOPING A MODEL FOR AN ACADEMIC MAJOR IN PHYSICAL EDUCATION

Judith Jensen

State University College at Brockport

Brockport, New York

July 1970

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DEVELOPING A MODEL FOR AN ACADEMIC MAJOR IN PHYSICAL EDUCATION

Summary. The purpose of this report is to present a detailed explanation of the development of both the concept and content of an undergraduate major curriculum in physical education. The curriculum was developed by the Department of Physical Education for Women at the State University College at Brockport, New York, in response to the growing awareness of a need for change in undergraduate major programs in physical education. In this program physical education is designated as the study of the significance for man of experiences in certain forms of human movement. This curriculum is not an imitation or synthesis of established patterns; rather, it is a new approach to the study of physical education. Not only has the program attained the immediate objective of change on the Brockport campus but it has already become a model which others who are studying curriculum revisions are examining.

The curriculum was developed through a variety of processes. Extant literature was collected, analyzed, and categorized in order to establish emerging patterns of thought in physical education. Leaders in contemporary physical education were sought out and interviewed during conferences, workshops, and conventions. Curriculums from other institutions were studied. Finally, a workshop was sponsored on the Brockport campus. Four physical educators who have made significant contributions to the field in recent years were invited to share their thinking on issues which had implications for curriculum development.

The result of these efforts is a major in physical education which divides the study of the significance of movement experiences into five basic areas: biological, psychological, sociocultural, philosophical, and performance. The traditional emphasis on preparing teachers has been replaced. New means for considering and studying the movement act are likely to emerge. New career opportunities will be possible. A new vocabulary of terms and expressions will be necessary. As a consequence, physical education will continue to gain status as an area of serious study and research.

Introduction. To maintain its integrity any field of study in an institution of higher education must focus on its body of knowledge rather than the means by which it can be implemented or applied. Physical education has long been identified as an activity-centered program which purported to make several general contributions to the development of organismic man. Curriculums traditionally focused on the means to teach such qualities. The inadequacies of these teacher certification programs to prepare students to understand the foundations for professional

work became increasingly apparent. The time was ripe for change. Hence, the program this article describes reflects a broadening concern for theoretical considerations as the field moves from its traditional professional orientation. Appendix A describes a new program in teacher preparation which will accompany the academic major.

Since this direction is new, a curriculum must be planned with attention to the future in anticipation of increasing knowledge and understanding. Accordingly, the plan outlined here will not need to be changed with each revelation of new insights and information. Courses will not proliferate but rather those which exist are open and should readily encompass change. Content will change as recent research is incorporated at appropriate points in all courses. Appendix B describes additional curriculum ideas.

Historically, one can trace the impetus for change arising out of the efforts of certain institutions on the west coast and in the occasional, but significant, interest expressed by various professional associations. Professional literature has not been saturated with this type of information: nonetheless, it is available to the careful reader. To date much of the change in curriculums has occurred at the graduate level. However, since it is now apparent that these emerging dimensions of research and study are basic to all interests physical educators might pursue, the need for revision of undergraduate physical education major curriculums is imperative.

The study of physical education involves understanding human physical activity potential and the effects of physical activities on man as a physical being, a personality, a member of society, and an actualizing individual. The nature of man as a human being affects the manner in which he moves, his choice of movement experiences, and the role those experiences play in his life. Consequently, the knowledges about the nature of man one gains in studies in the liberal arts serve as the foundation upon which the physical education curriculum is built. In addition, many disciplines have demonstrated an interest in certain aspects of human movement. Physical educators take advantage of this fact by utilizing information from various disciplines related to the cognitive, affective, and somatic implications of human movement. It is felt that once a student has grasped the relevance of generalizations about the process, functions, motives, occurrences, and outcomes of human movement he is better prepared to study and comprehend the essence of the more specific movement forms with which physical education is primarily concerned. Physical education is specifically concerned with man's attempts to organize bodily movements into dynamic, complex, and preconceived patterns for no practical purpose, yet which have meaning and significance for him. Both a knowledge and command of one's body may result from participation in these potentially significant movement forms.

With the central concern of the field defined as the significance for man of participation in certain forms of movement, a curriculum with that basis seeks to accomplish the following:

1. Assist students to understand the significance of the phenomena of movement in the life of man.

2. Present means for articulating the significance of the movement experience.

3. Encourage students to contribute to the development of knowledge and understanding regarding the significance of human movement.

4. Serve as a necessary prerequisite to specialization in the field.

5. Provide bases for continuing study at the graduate level.

The actual study of the significance of movement forms occurs from several interrelated perspectives: 1) biological aspects of human structure and function; 2) the effects of movement experiences on behavior and development; 3) the implications which arise as man moves within his sociocultural environment; 4) the meaning of the movement experience in the life of the individual; and, 5) actual experiences in movement as a foundation for synthesis, interpretation, and critical analysis.

The curriculum encompasses two parts. First is a core of fifteen semester hours to be studied by all students majoring in physical education. This common core of study is structured to identify the broad generalizations and essential fundamental knowledges from which the field emerges. The second portion of the major may be elected from one of two focuses: the significance of experiences in human movement or sport science. [The Department of Physical Education for Men has chosen sport science as the focus of its curricular offerings.] Provision is made for specialization within each of the areas of study in a focus. Specialization at the undergraduate level is advocated to encourage depth of personal involvement and concern for the field, to make an interest, potentially, a lasting one. Figure 1 illustrates the courses and potential sequences of study.

The Significance of Experiences in Human Movement: Rationale

The central concern of this curriculum focus has been refined to the significance for man of participation in certain forms of movement: sport, dance, game, exercise. These forms are defined as man's attempts to organize bodily movements into dynamic, complex, and pre-conceived patterns which have meaning and significance for him as he participates.

An Undergraduate Major in Physical Education

I. Core of Study

A. Biological Perspective of Physical Education
B. Psychological Perspective of Physical Education
C. Sociocultural Perspective of Physical Education
D. Philosophical Perspective of Physical Education
E. Seminar in Core Perspectives

II. Sequential Experiences (must elect five courses)

A. Biological sequence:
1. Movement and Human Growth and Development
2. Seminar in Biological Bases of Physical Education
3. Independent Study

B. Psychology sequence:
1. Developmental and Behavioral Aspects of Physical Education
2. Seminar in Developmental and Behavioral Aspects of Movement Experiences
3. Independent Study

C. Sociocultural sequence:
1. Movement Experiences in the Sociocultural Environment
2. Seminar in Sociocultural Implications of Physical Activities
3. Independent Study

D. Philosophy sequence:
1. The Experience of Movement: Philosophical Analysis
2. Seminar in Philosophical Concerns in Human Movement Experiences
3. Independent Study

E. Performance sequence:
1. Analysis and Interpretation of Physical Activities
2. Advanced Analysis and Interpretation of Physical Activities
3. Independent Study

Figure 1

The word "significance" has been chosen to give direction to study because of the breadth of its implications. The various ways to realize significance in human movement forms find their foundations in the biological, behavioral and social sciences, and in philosophy. From these foundations relevant knowledge is selected which, in turn, becomes the subject matter of physical education.

The historical association with various aspects of the biological sciences relating to human structure and function has provided physical education with the methods and tools of inquiry of that discipline. Biologically based studies in kinesiology, exercise physiology, and biomechanics have perpetuated this heritage. New insights arising from ongoing research serve to strengthen this area of study.

Though the field has relied upon knowledges from the biological sciences almost exclusively to support its existence, the need for broadening of horizons is apparent. One direction of expansion is toward the study of human behavior; particularly, movement behavior. This curriculum provides opportunities for study and research through which the impact of movement experiences upon psychological development may be more thoroughly studied.

Studies of social organizations and processes and of cultural influences evident in forms of sport, exercise, and dance represent areas of expanding investigation in physical education. Cultural anthropology, history, and sociology provide some sources of relevant studies. This area of study is vital if the physical educator is to comprehend the role of his field of study in the sociocultural milieu.

Another area of knowledge related to physical education is emerging. Content in philosophical studies now ranges from the study of the history of philosophy to an analysis of the existential element in physical education. Various human movement theories give breadth to this area.

The undergraduate major curriculum in physical education must be changed to reflect these areas of study. The areas of study identified in this focus on the significance of experiences in human movement forms represent the emerging trends in the field. The focus guides all the efforts of the Department; all study and research are conceived in light of it and contribute to its elaboration. (A workshop designed to improve insights into the newer dimensions of physical education was held on the Brockport campus in June 1970. Details appear in Appendix C.)

Components of the Academic Major Curriculum

Perspectives of study. To encompass the breadth of physical education four essential areas of study have been identified. Depth of knowledge comes from concentrated study possible in each area. Freedom for learner and teacher are essential. An effort has been made to avoid a structure which would force students into a completely common program of learning experiences. Neither student nor teacher is bound to a set of materials. No order of facts is to be assimilated and recalled on cue. Individual program planning and study are necessitated by such an approach.

Biological Perspective. The study of how man moves involves an investigation of his physical properties in terms of his potential for movement and the factors which enhance or limit movement of the biological entity in its physical environment. A study of human structure and function serves as a foundation for more specific analyses of the skeletal, nervous, and muscular systems during activity and of biological changes which occur as a result of movement. Factors in the physical environment which restrict, modify, control, and enhance movement possibilities are also considered.

Psychological Perspective. Man's experiences in movement affect his psychological makeup. The impact of participation in physical activities on one's development as a person is a significant concern in physical education. Human developmental behavior, motivation, and perception are fundamental to understanding this area.

Sociocultural Perspective. Man is a social being. He lives within a sociocultural milieu. This milieu influences him by establishing a frame of reference to which he adjusts in order to operate in a world with other human beings. From studies in the liberal arts students become aware of human interaction by studying the various influences of social organizations, social processes, and social valuation. They gain broad historical and contemporary insights about man operating in his social and cultural environments. They weigh the impact of these environments on human movement forms and, in turn, the impact of those forms on the sociocultural environment.

There are several aspects to study in this perspective. Movement experiences take place within a social environment, in the company of others as companions in the ongoing action or as viewers of the event. Society affects man's movement in terms of the forms it assumes and roles it fulfills. In

fact, the forms that various movement experiences assume have come to be considered social institutions. Within the play situation social interactions occur and group patterns arise. Certain movement forms become identified with one segment of society. In the quest to understand movement and its significance physical educators must study the implications of man moving within his sociocultural milieu.

Philosophical Perspective. Adolescents and young adults are challenging traditional thought and conventions and, as a group, appear to be seeking new meanings for existence. The search has gone beyond proven fact to an examination of relationships and meanings. In the conscious realm man can attribute and identify biological, sociological, and psychological values to his movement experiences. But it is also possible to identify unique meaning in his movement experiences. It is that meaning which supersedes concerns for biological change and psychosocial interaction and contributes to man's understanding of himself. For, individuality emerges as experiences accumulate and meanings coalesce.

> Man moves and grasps the quality of existence to be gained from knowing himself and his world. Man moves for himself - for experiences through which he derives insights about himself and his world. Human movement is one of the refined employments of experience through which man presses closer to awareness of himself.

Performance Opportunities. No formal skill requirement exists for major students. Instead, means for improving personal skill and analyzing the self and others during performance are available in a variety of forms. Each student is expected to complete the four semester requirement in the physical education service program. Skills courses for majors may be utilized as an option in fulfilling this requirement. Students are advised to select this option. In these classes freedom to investigate, study, and perform is emphasized. The classes are not offered for the exclusive purpose of developing skills, but rather to assist students to examine and gain insight into movement experiences in a manner which departs from tradition. It is possible for students to compile a thorough record of these experiences: sight, sound, knowledge, and skill. Audio, visual, and written case studies of individuals, groups, or the student himself are also possible results of these classes. A sequence of three-hour courses entitled Analysis and Interpretation of Physical Activities is part of the elective portion of the academic major. By the time a student enrolls in this sequence he is prepared to examine human movement forms from several perspectives based upon knowledge from other areas of the major which provides clues for developing new ways of understanding man in motion. Since these courses represent a new dimension

in the field of physical education, it is possible that the studies and analyses generated in them will make a contribution of new insights and syntheses for the profession. The potential results are impossible to predict. Several things are clear, however; qualified and creative instruction, a variety of instructional and analytic media, and appropriate facilities and equipment are vital for this study of movement performance to derive the results suggested.

The skills program is not being negated as these newer concepts are initiated. Rather, it is expected that every student will realistically assess his capabilities in terms of performance and understanding in the areas of sport, dance, and exercise. Then, in consultation with his adviser, he will plan a program to meet both needs and interests. A great variety of experiences in several movement forms is not deemed as necessary as involvement in depth in some performance area or areas. It is felt that the value of the movement experience is amplified as the quality of performance increases. Hence the curriculum seeks to identify and impart the theoretical knowledge of physical education while maintaining a vital place for movement experiences.

Seminar in Core Perspectives. A seminar to synthesize and assist the student to coherently organize the experiences in the curriculum into total perspective concludes the major. This seminar is taken in the last semester the student is enrolled in the academic major. The course makes it possible for the student to organize all his curricular activities in light of his career plans. With this conclusion to his undergraduate studies in physical education, the student should have an understanding of the significance of movement and should have been involved in relevant experiences in human movement forms.

The Academic Major in Perspective

A necessary factor in the success of this curriculum is an organizational and administrative frame of reference which recognizes the individuality of the student as a learner. The curriculum can maintain its relevance for the student and teacher by a sensitivity to the changing nature of the times in which it functions. While the Department is to be held accountable for the content and methods employed, it is imperative that each student feel a sense of involvement and become responsible for his own learning. The curriculum is constructed in a deliberately open-ended fashion so that the demands of individual learners might be met.

Staff, Facilities, Study Materials. By background most college physical educators have been prepared to be teachers of skills or teachers of teachers. Few have the background to teach in the perspective areas of an academic major. Staffing the new curriculum became a problem. A nationwide search was initiated to meet Brockport's new staff needs. A staff vacancy brochure was sent to every

institution with a doctoral degree program. Personal contacts through professional associates proved quite helpful. In addition, leaders in the field, who could be identified as knowledgable in one or more perspectives of study, were asked to suggest people to contact. In these ways a sufficient number of highly qualified personnel was identified and subsequently hired to make it possible to institute the new program. In the future as more institutions develop academic majors the number of qualified personnel should increase markedly.

Another factor for concern is the facility in which the academic major is to function. It must be flexible in terms of use and sufficiently large in size to accommodate complex demands. Furthermore, library holdings need to be of sufficient quantity to serve much individual research and study. The nature of library orders also reflects the change in curriculum direction.

It is apparent, though, that textbooks do not exist for most of the areas of study. Selected readings, xeroxed materials, and similar items serve as substitutes. Textbooks, if, indeed, they are deemed necessary, may be written by the faculty of the new major. Such a development is a logical outgrowth of innovation. Inexpensive works will probably prove most useful since course content is flexible and subject to constant change. Use of technology and various media is another facet of the program. Several laboratories, including technologically-supported skill learning facilities, are being planned.

The Future. It is now possible to foresee that other specializations, assuming that teaching is a specialty, will develop following study in the major: administration, journalism, research, coaching, and performance are only examples. Certain experiments with the academic major will occur. Students will enroll in an entire sequence (see Figure 1) at the same time so that study in an area will be concentrated rather than spread over several semesters. Interdisciplinary, or inter-area, studies will be encouraged. Specialization, then, will be tempered by cross-area understanding. Development of a selective admissions and retention program is also under study. Obviously, the delineation of several sequences of three-hour courses into a major in physical education, has only opened new horizons for study in the field. For a field which had changed relatively little in fifty years the prospects are exciting.

Results. After two years of intensive preparation, an undergraduate academic major in physical education became a reality. A large number of students, eight hundred majors, is to be served by the program. Because one-half of the major students transfer into the program during their junior and senior years, certain accommodations were necessitated in the design. As a consequence, the major and the certification sequence, described in Appendix A may be completed in two years of study. Communications with two-year institutions are a vital part of initiating a new program. The four-year student, on the other hand, may become involved

as early as the first semester of the sophomore year provided certain recommended prerequisites, for example, introduction to philosophy preceding enrollment in the philosophical perspective in physical education, have been met. The whole curriculum, then, must be designed with flexibility. Strong pressure is exerted on the advisors and teaching faculty to heed individual needs.

Several sections of each course are taught during each semester in the hope that the number of students in any section will be relatively small. This procedure, of course, demanded the hiring of a sufficient number of staff members to operate such a program. A large facility is also under construction to house the program. In addition, the library budget was increased so that the collection there could be enlarged. It is apparent that the curriculum, once formulated and approved, received support from the Administration of the institution in order to initiate the program on a basis exceeding minimal needs.

Conclusion. This undergraduate major curriculum represents one step in the inevitable change which is occurring in physical education. The emerging trends in the field led to the selection of the areas of study: biological, psychological, sociocultural, philosophical perspectives and elective performance opportunities. Sequences of courses in each area allow students to achieve depth of understanding. Teaching in the major is based upon the assumption that all students need not complete the program with identical preparation. Each component of the major seeks to contribute to the elaboration of the focus, to increase understanding of the significance man finds in his experiences in selected movement forms. The program identifies and imparts the accumulated theoretical knowledge about physical education while maintaining a vital place for movement experiences. New methods of inquiry are likely to be developed. Graduate programs will assuredly change as the innovations in undergraduate curriculums usurp materials previously taught at that higher level.

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Appendix A

The Teacher Preparation Program

It is now a fact that the vast majority of those who enter physical education eventually pursue a career in education. Even those who do assume the limited number of research positions available usually have some teaching responsibilities to fulfill also. Consequently, a certain amount of responsibility for the preparation of teachers remains with physical education despite the new trend toward an academic major. The Department of Physical Education for Women at the State University College at Brockport, New York, has designed an interim program of teacher preparation:

Movement Analysis	3 hrs.
Physical Education in the Elementary School	3 hrs.
Physical Education in the Secondary School	3 hrs.
Student Teaching and Seminar	15 hrs.

Electives now exist in the areas of adapted physical education, evaluation, and coaching. It must be clearly understood that enrollment in the academic major is necessary first, since teaching in physical education is based upon knowledges and concepts from that program. A teacher must have a fundamental understanding of the subject matter of the field he chooses to teach. It is hoped that this teacher education program can be moved into the schools so that the preparation of teachers might take place where they will function as professionals. Hence, the program described above is considered an interim, temporary one to function only until appropriate and mutually beneficial arrangements with the public schools can be made.

Appendix B

Conceptual Curriculum in Physical Education

Whenever a curriculum is designed several proposals are created before a final program is accepted. The curriculum described herein is no exception. Among the rejected ideas was a conceptual approach to the study of physical education. It is probably typical of what most curriculums will be in the not too distant future. Study under that plan was to be individualized. Students would have enrolled in area studies assigned a sizable block of credit hours. Credit was to be earned on the basis of individual competence and accomplishment. Perhaps the program can be initiated, later, on an experimental basis or as an honors arrangement for selected students. The areas of study of that program were interdisciplinary in nature:

Man Moves and Knows Himself

Man Moves With Others

Man Moves For Himself

Man In Motion

A course specifically designed to bridge the gap between liberal arts studies and concentration in the major was designed to initiate students into the study of physical education.

Appendix C

Brockport Physical Education Workshop
June 1-9, 1970

Four prominent physical educators were invited to the Brockport campus to participate in a staff workshop in June 1970. Celeste Ulrich, professor of physical education at the University of North Carolina at Greensboro, served as a consultant for two days. During formal and informal discussions she dealt with the theoretical structure of physical education, the translation of theoretical concepts into practical concerns, and the social matrix of physical education. Seymour Kleinman, associate professor in the School of Health and Physical Education at Ohio State University, discussed his concept of physical education and considered the role of philosophic inquiry in this area of study, emphasizing the use of the phenomenological method. Margaret Mordy, assistant dean in the College of Education at Ohio State University, shared insights regarding the place of physical education as an area of study in higher education, the preparation of teachers of physical education, and new trends in education and physical education. The fourth consultant during the workshop was Eleanor Metheny from the Department of Physical Education at the University of Southern California. Her areas of interest were the significance of the experience of movement, teaching and the meaning of the movement experience, and the growing gap between contemporary thought in physical education and the more traditional points of view.

Consultants came to campus one at a time so that there would be no concern for equality of time and in order for the staff to effectively interact with each. Consequently, it was possible to maintain an informal atmosphere. Previous to the arrival of each consultant a list of questions for discussion was developed. The questions reflected the areas of interest and expertise of each consultant. In addition, a collection of writings and speeches by each of the consultants was made available. Related literature was also on hand. Hence, consultants, members of the Department of Physical Education for Women, and invited guests were aware of the areas to be considered during the workshop. In this way, repetition was minimized, except, of course, when the views of several consultants on a single issue were sought in an effort to broaden understanding or expose more than one position.

Essentially, the workshop consisted of open discussion and question/answer periods. Occasionally a consultant initiated a session with brief prefatory remarks to establish a common base for discussion. More often, each session began with questions from either the participants or the consultant. Periods between the two-hour twice daily sessions were utilized for extending the exploration of issues and becoming better

acquainted with the details of the consultants' positions. In retrospect this type of workshop organization seemed quite effective.

Selected observations and comments by consultants: (Many of these statements reflect condensed versions of topics discussed by consultants rather than direct quotations.)

Dr. Celeste Ulrich:

- Historically, the theoretical structure of physical education developed through preventive medicine, "the new physical education," a reflection of the social structure, behaviorism, and the promotion of democratic relations. We knew all along we didn't do the things we claimed--change physiology or promote sportsmanship.

- At the 1960 conference on the interpretation of physical education physical educators expressed publicly their interest in movement. Theoreticians and practitioners emerged.

- Other conferences seeking to identify the theoretical structure of physical education followed: Design Conference, Zion Conference, and three follow-up meetings. Tentatively, a perspective of what the theoretical structure of physical education is about is expected by the fall of 1970.

- The core of physical education is movement, play theory, and physiological integrity. An intelligent synthesis rather than differential analysis gives better order. (A single core or focus rather than many is a better guide for identifying the theoretical structure of the field.)

- We are practically oriented in physical education, seeking a rationale for our own practice.

- "Education is concerned with man. It uses modalities to define its concern for man. Physical education is one of those modalities."

- "Sport is no more competition than cooperation."

- "Within a discipline we should be able to understand each other." Inability to communicate is a major part of the problem in the field.

- "The subject matter of physical education as an academic discipline has no sex. The practice does have certain sexual connotations."

- "Theory is atemporal. The translation of theory into practice is the temporal aspect. . . We need translators of theory into practice."

- The opportunity for rapid change in society was never as real as it is now. There is also more available energy for change. Physical education has the opportunity to direct social change as well as follow it.

Dr. Seymour Kleinman:

- There is a simplicity of basic and fundamental truths which you realize through a process of exposure over a period of years.

- "It is very healthy to examine ourselves intensively and with concern. . . . It is one of the few times, probably, when one single generation of people can cause very effective change."

- "The movement act has possibilities of showing more than just pure satisfaction."

- "Freedom doesn't imply nothingness; freedom implies tremendous discipline."

- "The performer is in a better position to technically analyze as a result of having performed than the non-performer."

- "Restriction often times leads to freedom. That's why I can't get hung up on methodology. Methodology is a personal thing."

- Movement education and movement exploration are close to dance. The ends are the same. "Sport has different ends." "The end of sport is not to be an art."

- "Grading prostitutes the creative process."

- "The movement experience has many commonalities about it whatever the form of physical activity."

- "Play is not fantasy or unreal. Much of life's functions is based on artificial rules. . . . Play is as basic as survival or an essential aspect of it."

- There is a particular concern about bodies in contemporary philosophical thought, particularly in existential and phenomenological thought. "It is fruitful for our gaining theoretical conceptions of what we are after and what we're about."

- "I am suspect of a philosophy of physical education. If I wanted to be a philosopher, I would go into philosophy and study it. . . . What I am concerned about is the practice of physical education."

- "The practice of physical education is the engagement in the physical act. It is not the analysis or theoretical study which is peripheral, valid and important, but peripheral."

Dr. Margaret Mordy:

- Approved institutional programs is a new direction in certification.

- Students are not satisfied with logically ordered material now with individual instruction.

- "The problem of obsolescence in curriculum . . . is very real."

- We might see if there are topics in physical education that can be studied in a multidisciplinary way.

- "We have had civil disobedience in sport for years and it's totally accepted."

- "Maybe the real thing is not in how we group the knowledge but how we teach it."

- "We are getting away in almost all departments from the pure knowledge function of universities. . . . There are other kinds of learning than the cognitive."

- Students want help in the general area of the development of self-concept.

- "We need to build career-counseling and career-socialization into physical education . . . to the extent of hiring skilled counselors."

- "We never teach collaboration, cooperation; we teach our students all the way through to be competitive. We don't teach our students how to bring about change or how to work with other people."

- "Any human behavior is in and of itself multidisciplinary."

- "When you delay the student teaching experience, the individual very frequently experiences a very severe role conflict."

- "We may have a new concept of sport with the unisex idea. . . . We are going to drop the concept of co-education when we talk about sport. . . . We are going to have different forms of competition than we have had before."

- "I think community control of education would be much more effective."

Dr. Eleanor Metheny:

- The real question is: "what is education all about? How are the answers changing in 1970?"

- "The revolution (in education) began in the Establishment fifty years ago . . . when the heretics stood up and said Plato was wrong." They questioned the basic nature of human beings, re-examining the separation of mind and body.

- "It will take fifty years before a comprehensive new theory is developed."

- "People happen as wholes in process."*

- "What parts of man are conscious?"

- "Most thinking is not verbally structured."

- "How do we transfer conceptualizations to the motor system?"

- How do people make sense out of their various experiences? . . . How do people experience various movement phenomena? . . . How are they changed by experiences? What significance do they find?"

- "No one has a right to say what physical education is all about. At any given point physical education is what man sees it to be."

* Postman, Neil, and Charles Weingartner, Teaching as a Subversive Activity, New York: Delacorte Press, 1969.

- Physical education: "the person involved in the act of moving from here to there intentionally, usually in some pre-conceived way."

- We must formulate some questions which will lead to the identification of the subject matter of physical education.

    - "What systems and processes are involved?"

    - "What are the sensory dimensions of the act of moving?"

    - "How does man interpret his own experience in terms of what he thinks life is about?"

- "A teacher provides students with things to think or do about, but not what to think. A student then formulates his own conceptions of what life and the world are all about."

- "Can we evaluate thinking without making judgments?"

- A new experience is grasped as it relates to the greater totality of the whole in process in such a way that all relationships within it are re-structured.

- "Nobody can give an absolute definition of what sport is."

Appendix D

Course Descriptions

Each course in the major carries three semester hours of credit. The following list includes a description of each course in the academic major in physical education in the core and the focus on the significance of experiences in human movement.

Core Courses

Biological Perspective

Study of man's biological structure and function as related to and influenced by experience in physical activities. Laboratory work and classroom experiences.

Psychological Perspective

The study of the effect of physical activities on man's psychological functioning and development; psychological factors which affect man's behavior in activity.

Sociocultural Perspective

An investigation of physical activities, as they influence and reflect social processes, organizations, and valuation; the influence of social-cultural factors on man as he participates in physical activity.

Philosophical Perspective

Evidence of contemporary philosophic positions in various statements of the role and value of physical activity experiences.

Seminar in Core Perspectives

Comprehensive study of the frame of reference of the field. Development of coherent organization of significant hypotheses and postulates.

Prerequisite: To be taken in the last semester of the academic major.

Significance of Experiences in Human Movement Focus

Movement and Human Growth and Development

Study of the effects of movement on human growth and development; the evolution of integrated movements into meaningful patterns; adaptation of the changing physical being to forces in the environment. Laboratory and classroom experience.

Prerequisite: Biological Perspective

Developmental and Behavioral Aspects of Physical Activities

Description and interpretation of movement behavior; study of the influence of movement behavior on man's total behavior; identification of the impact of movement on the emerging self-concept.

Prerequisite: Psychological Perspective

Movement Experiences in the Sociocultural Environment

Relationships of physical activities to selected factors and institutions within society and culture; investigations of human interaction occurring in physical activities; group and individual influences.

Prerequisite: Sociocultural Perspective

The Experience of Movement: Philosophical Analysis

Study of the derivation of insights about the self and others through experiences in physical activities.

Prerequisite: Philosophical Perspective

Analysis and Interpretation of Physical Activities

Study of human involvement in physical activities from the various perspectives of the core areas. Analysis of communication and self-expression in movement. Observation and participation. Permission from instructor required.

Prerequisite: minimum of 6 hrs. of core courses

Seminar in Biological Bases of Physical Education

Factors which enhance or limit human movement in the physical environment; specific investigation of skeletal, neuro-muscular and cardio-respiratory systems in relation to human movement potential.

Prerequisite: Movement and Human Growth and Development or equivalent

Seminar in Developmental and Behavioral Aspects of Movement Experiences

Generalizations of movement experiences and their contribution to personality development; exploration of the relationship of motivation and human movement; influence of emotion on goals, interests, and other aspects of behavior; personality dynamics and sports competition.

Prerequisite: Developmental and Behavioral Aspects of Physical Activities or equivalent

Seminar in Sociocultural Implications of Physical Activities

Variations in cultural definitions, choices and functions of forms of human movement. Physical activities as factors in social change. Study of sport theory.

Prerequisite: Movement Experiences in the Sociocultural Environment or equivalent

Seminar in Philosophical Concerns in Human Movement Experiences

Interplay of scientific knowledges, cultural influences, and unique individual experience in physical activity; the meanings of movement experiences in human existence.

Prerequisite: The Experience of Movement: Philosophical Analysis or equivalent

Advanced Analysis and Interpretation of Physical Activities

Study, comparison, and analysis of experiences in physical activities; creativity in sport and dance.

Prerequisite: Analysis and Interpretation of Physical Activities

Independent Study

Physical Education Minor

Students choosing to minor in physical education shall complete a minimum of eighteen semester hours including:

Core Perspectives

15 hours under departmental advisement